



Maximizing Client and Staff Outcomes

Implementing and Sustaining an Effective Peer Coaching Process

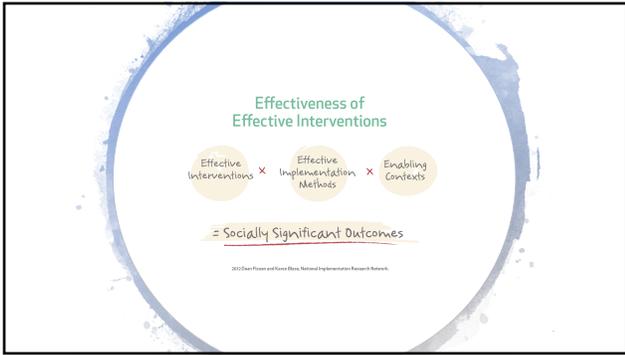


Flying Blind

Reducing Recidivism Through Probation Supervision: What We Know and Don't Know From Four Decades of Research
Chris Trotter, Federal Probation

All of the studies that could be located which examined the practices of probation officers, whether through examining file notes or audiotapes of interviews or by direct observation, have found that *when probation officers use evidence-based practice skills their clients have lower recidivism.*

-Chris Trotter



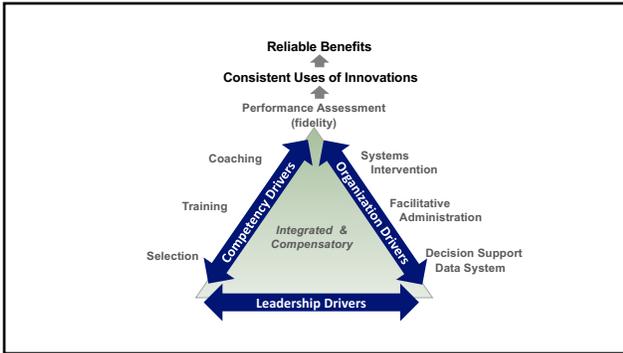
The Implementation Challenge

It has been well documented in many disciplines that major gaps exist between what is known as effective practices (i.e., theory and science) and what is actually done (i.e., policy and practice)

-NIRN, Implementation Research: A Synthesis of the Literature

 Clients cannot benefit from EBPs they don't receive!





Shortcoming of Training...

- Too much emphasis on the training event and not enough on the transfer of learning
- Training is only effective when the knowledge and skills taught are transferred
- Performance Improvement can't occur until team members apply what they've learned

Integrating Training into the Workplace
-a study by Joyce & Showers (2002)

Theory and Discussion + Demonstration and modeling + Practice and feedback

= (what % of the participants using the skill in their workplace)

One modification:



On the job coaching = ????

Rogers (2002)

“Only about 10% of what is taught in training is transferred to the job”
Training alone is not enough to ensure fidelity

Why the gap (5% vs 95%)?

Why the gap?



- Training is often viewed as a single event instead of a continuous process
- Newly learned behavior is fragile and needs to be supported in the face of reactions from clients
- Difficult to extinguish old habits
- Organizational characteristics do not support new behavior

How do you bridge the gap from training to practice?



Peer Coaching

- What is a peer coach?
- What is the purpose of peer coaching?

Why coach?



- Coached staff generally practice new strategies more frequently and developed more skill.
- Coached staff use newly learned skills more appropriately.
- Coached staff exhibit greater long-term retention of knowledge.
- Coached staff have clearer thoughts regarding the purpose and use of new strategies

Purpose of Peer coaching



Discussion



- Think about an effective coach you've had in your life (sports, work, etc)
 - What qualities did that person have?
 - What made him/her a good coach?
- Now, think about a bad coach you've had in your life?
 - What made that person a bad coach?
 - What was your attitude towards working with that coach?

A peer coach is NOT...

- A supervisor
- A police officer
- A competitor
- A cynic, critic, or judge

A peer coach is.....

- Supportive**
 - Until new behavior is embedded
 - Support staff during negative reactions from clients
 - Prepare staff for potential reactions
- Vested**
 - Personally interested in seeing peers succeed
- Honest and Fair**
 - Balance approach (recognizes strengths and weaknesses)
- Helpful**
 - Observations are constructive, specific, and behavioral
 - Debrief after each interaction
 - Share constructive feedback

• Critically important to the success of the implementation!

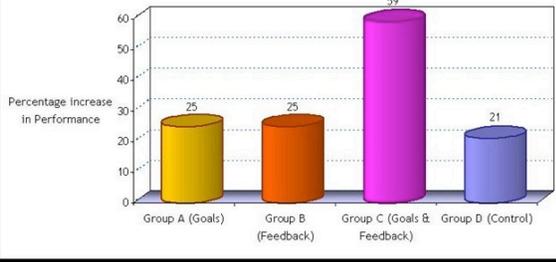
Four phases of coaching

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graph TD; A[Assessment] --> B[Pre-observation conference]; B --> C[Observation]; C --> D[Post-observation conference];
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Bandura and Cervone (1983)

- 1. Group A
 - 1. Were given goals for performance improvement
- 2. Group B
 - 1. No goals for performance, but received feedback
- 3. Group C
 - 1. Received both goals for performance and feedback
- 4. Group D
 - 1. Received neither goals for performance, nor feedback

Bandura & Cervone (1983)



Feedback is the fuel that drives quality assurance

Feedback

- A term used to describe every kind of information returned or fed back into the system
- Behavior or performance of the system is adjusted or improved as a result
- Provides team members with information that they are on the right track, executing skills correctly, or achieving accepted results.

Giving Feedback

- As an officer to a client
- As a peer coach to a co-worker



Productive and constructive
Emphasis on improvement and
success

Giving Feedback

1. Ask the recipient if she is ready for feedback.
2. Ask the recipient what things she did well.
3. Tell the recipient what she did well.
4. Ask the recipient how she might improve.
5. Tell the recipient how you think she might improve.
6. Check for the recipient's understanding, summarize corrective strategies, and then end with what was done correctly.

Who should provide feedback?



- Supervisors
- Mid Level Managers
- Peer Coaches
